

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include <u>Maine Comprehensive Assessment System (MeCAS)</u> data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on "highly qualified" teachers. This report card also displays statewide academic achievement results in grades four and eight on the <u>National Assessment of Educational Progress (NAEP)</u> reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine's NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment-Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being "proficient" in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Wellington School

SAU: RSU 29/MSAD 29

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB **Report Card**



School: Wellington School **SAU: RSU 29/MSAD 29**

Grade: 03



First Year

LEP

Students

0 0

ested Students

Alternate

Assessment

School Year Number of Enrolled Students School Students Sc					Data	sment L	Assess	Reading						
School Year Male School Students Students Students Students School Scho	nber of Te	Numl	ment Level*	ach Achieve										
All Students 2011-2012 16 16 100 88 84 72 6 81 6 6	eneral sessment		Level 1	Level 2	Level 3	Level 4	State	SAU	School	Students Tested in	of Tested	Enrolled		Group
Pemale 2011-2012 16 16 100 88 84 72 6 81 6 6	11		<1	9	73	18	70	80	91	100	11	11	2010-2011	All 0: 1 /
Female 2011-2012 7 7 100 93 77 Male 2010-2011 7 7 100 78 66 Caucasian/White 2011-2012 9 9 100 74 68 Caucasian/White 2010-2011 8 8 100 82 71 African American/Black 2011-2012 13 13 100 85 85 73 <1	16		6	6	81	6	72	84	88	100	16	16	2011-2012	All Students
Male 2011-2012 7 7 100 93 77							74	83		100	4	4	2010-2011	Famala
Male 2011-2012 9 9 100 74 68 68 68 68 68 68 68 68 68 68 68 68 68 68 68 68 68 68 69 60		1					77	93		100	7	7	2011-2012	remale
Caucasian/White 2011-2012 9 9 100 74 68 69 61 69 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>66</td><td>78</td><td></td><td>100</td><td>7</td><td>7</td><td>2010-2011</td><td>Mala</td></t<>							66	78		100	7	7	2010-2011	Mala
Caucasian/White 2011-2012 13 13 100 85 85 73 <1 85 8 8 African American/Black 2010-2011 0 0 43 43 43 43 43 44							68	74		100	9	9	2011-2012	Male
African American/Black 2011-2012 13 13 100 85 85 73 <1 85 8 8 8							71	82		100	8	8	2010-2011	Courseign Mhite
African American/Black 2011-2012 0 0 47 60 Hispanic 2010-2011 0 0 60 0 Asian or Pacific Islander 2010-2011 0 0 65 0 American Indian or Native Alaskan 2010-2011 0 0 77 0 American Indian or Native Alaskan 2010-2011 3 3 100 69 67 0 Economically Disadvantaged 2010-2011 7 7 100 71 58 0 Economically Disadvantaged 2011-2012 12 12 100 83 79 62 8 75 8 8		1	8	8	85	<1	73	85	85	100	13	13	2011-2012	Caucasian/wnite
Hispanic 2011-2012 0 0 0 47							43				0	0	2010-2011	
Hispanic 2011-2012 2 2 100 65		1					47				0	0	2011-2012	Affican American/Black
Asian or Pacific Islander 2011-2012 2 2 100 65 69							60				0	0	2010-2011	Highania
Asian or Pacific Islander 2011-2012 0 0 0 77 American Indian or Native Alaskan 2010-2011 3 3 100 69 67 2011-2012 1 1 100 82 65 Economically Disadvantaged 2010-2011 7 7 100 71 58 2011-2012 12 100 83 79 62 8 75 8 8							65			100	2	2	2011-2012	nispanic
American Indian or Native Alaskan 2011-2012 1 1 100 82 65							69				0	0	2010-2011	Asian or Davifia Islandar
American Indian or Native Alaskan 2011-2012 1 1 100 82 65 Economically Disadvantaged 2010-2011 7 7 100 71 58 2011-2012 12 12 100 83 79 62 8 75 8 8							77				0	0	2011-2012	Asian of Facilic Islander
2011-2012 1 1 100 82 65 Economically Disadvantaged 2010-2011 7 7 100 71 58 2011-2012 12 12 100 83 79 62 8 75 8 8							67	69		100	3	3	2010-2011	American Indian or Native Alcakan
Economically Disadvantaged 2011-2012 12 12 100 83 79 62 8 75 8 8							65	82		100	1	1	2011-2012	American indian of Native Alaskan
2011-2012 12 100 83 79 62 8 75 8 8							58	71		100	7	7	2010-2011	Foonemically Disadvantaged
2040-2044		1	8	8	75	8	62	79	83	100	12	12	2011-2012	Economically Disadvantaged
											0	0	2010-2011	Missont
Migrant 2011-2012 0 0											0	0	2011-2012	Migrant
Students with Disabilities 2010-2011 2 2 100 31 34							34	31		100	2	2	2010-2011	Students with Disabilities
2011-2012 3 3 100 45 36							36	45		100	3	3	2011-2012	Students with Disabilities
Limited English Proficient 2010-2011 0 0 39							39				0	0	2010-2011	Limited English Proficient
2011-2012 1 1 100 47							47			100	1	1	2011-2012	Limited English FTUIICIENT

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient <1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Wellington School SAU: RSU 29/MSAD 29

Grade: 03



					Ma	themati	cs Asse	ssmen	t Data				
				Damant of	Percent of St	ercent of Students at Level 3 or Level 4 Percent of Students at Each Achievement Level*						Number of Te	ested Students
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Charles	2010-2011	11	11	100	82	69	61	9	73	18	<1	11	0
All Students	2011-2012	16	16	100	69	67	64	13	56	19	13	16	0
Female	2010-2011	4	4	100		68	59						
remale	2011-2012	7	7	100		73	63						
Male	2010-2011	7	7	100		71	64						
Iviale	2011-2012	9	9	100		60	65						
Caucasian/White	2010-2011	8	8	100		68	63						
- Oddedsidili Willie	2011-2012	13	13	100	62	65	65	15	46	23	15		
African American/Black	2010-2011	0	0				30						
Amenican/black	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	2	2	100			50						
Asian or Pacific Islander	2010-2011	0	0				64						
- Addition admits total addition	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	3	3	100		75	59						
- Thomas main of Native Alaskan	2011-2012	1	1	100		73	54						
Economically Disadvantaged	2010-2011	7	7	100		60	49						
	2011-2012	12	12	100	67	64	52	17	50	17	17		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	2	2	100		19	35						
- Catano mai bioabiliado	2011-2012	3	3	100		40	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	1	1	100			36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

^{*}Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient <1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Wellington School **SAU:** RSU 29/MSAD 29

Grade: 3-8



							Accou	ntabili	ty Data	l					
	Rea	ding			Mathematics Mathematics							Additional Academic Indicator			
	Percer	nt Tested 95%	Target:		ent Meets ds Targe		Percen	t Tested [·] 95%	Target:		ent Meets ds Target			Daily Atto arget: 93%	
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
	*	E: 99	E: 99	00	E: 80	E: 70	*	E: 99	E: 99	88	E: 69	E: 65	00	00	05
All Students		M: 99	M: 99	88	M: 82	M: 73		M: 99	M: 99	88	M: 59	M: 62	90	90	95
Courseign AMbita	*	E: 100	E: 100	90	E: 82	E: 71	*	E: 100	E: 99	85	E: 69	E: 66			
Caucasian/White		M: 99	M: 99	90	M: 83	M: 74		M: 99	M: 99		M: 61	M: 63			
African American/Dlack	*	E: *	E: 99	*	E: *	E: 44	*	E: *	E: 99	*	E: *	E: 35			
African American/Black *		M: *	M: 98		M: *	M: 51		M: *	M: 99		M: *	M: 34			
Llianania	*	E: *	E: 98	*	E: *	E: 61	*	E: *	E: 99	*	E: *	E: 52			
Hispanic		M: *	M: 99		M: *	M: 68		M: *	M: 99		M: *	M: 51			
Asian or Pacific Islander	*	E: *	E: 99	*	E: *	E: 76	*	E: *	E: 100	*	E: *	E: 70			
Asian of Pacific Islander		M: *	M: 99		M: *	M: 76		M: *	M: 99	r	M: *	M: 70			
American Indian or Native Alaskan	*	E: *	E: 99	E: 99	E: 68	E: 58	*	E: *	E: 99	*	E: 68	E: 59			
American indian of Native Alaskan		M: *	M: 99		M: 66	M: 65		M: *	M: 98		M: 39	M: 50			
Egopomically Digadyantaged	*	E: 99	E: 99	*	E: 71	E: 60	*	E: 99	E: 99	. *	E: 64	E: 52			
Economically Disadvantaged		M: 99	M: 99		M: 72	M: 62		M: 98	M: 99		M: 49	M: 48			
Students with Disabilities	*	E: 96	E: 98	*	E: 43	E: 34	*	E: 96	E: 98	*	E: 40	E: 34			
		M: 98	M: 98		M: 45	M: 34		M: 97	M: 98		M: 24	M: 26			
Limited English Profisions	*	E: *	E: 98	*	E: *	E: 44	*	E: *	E: 100	*	E: *	E: 37			
Limited English Proficient		M: *	M: 98	K	M: *	M: 49		M: *	M: 99	*	M: *	M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

^{*}Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card Maine Teacher Qua



School: Wellington School **SAU:** RSU 29/MSAD 29



Maine Teacher Quality Data

	Part I: Professional Qualifications									
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D				
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	*	*	*	*	*	*				

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	*

	Part III: Classes NOT Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	*

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

*Data Not Provided.

See MDOE NCLB - State Report Card MEDMS HQT link: http://www.maine.gov/education/nclb/reportcard/index.html